

History Curriculum Intent

Values

- The Past is a diverse place
- Britain exists in a global context
- The past explains the present
- Understand what historians do

Principles of Lessons in History.

1. Simple visuals.
2. 2 historians with opposing views used per enquiry. (minimum)
3. 3 primary sources used per enquiry. (minimum)
4. Retrieval Practice.
5. Assessment for Learning.
6. Meaningful homework that feeds into the next lesson.
7. Images used to set context.
8. Resources that follow these principles.
9. Engaging activities that demonstrate the joy of history as a subject.
10. Celebrate, scaffold and focus on reading and literacy.



KS3

At KS3, students should extend and deepen their chronologically secure knowledge and understanding of local, British and world history. This will help to promote cross-curricular links and enable students to have a better understanding of the world that they live in. Students will need to identify significant events, individuals, make connections, draw contrasts and analyse specific historical trends. They should begin to use historical terms with confidence and accuracy. They should pursue historically valid enquiries that help to generate enthusiasm and engagement for the topics studied. The curriculum is designed to be relevant and current with our students. Giving them great insight into their own personal, community and national heritage.

	All students in Year 9 study this subject. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 studies in Year 10.
KS4	At GCSE, students apply core historical concepts and skills to the exam. At Vyners we study the AQA GCSE. We have selected a range of topics that connect students with the wider world and the big narrative trends in British History. Students study Conflict and Tension: The Inter War years which develops their understanding of the cost of war and the complexities of international politics. The German Depth Study shows students the difficulties in maintaining democratic principles and the hallmarks of totalitarian regimes. The Power and the People study deepens the understanding of how rights have been gained by the British people. It also develops pupil's ability to compare and contrast events over significantly separated chronological periods. The Restoration study gives pupils an understanding of the emergency of many of the key aspects of modern British society.
KS5	A-level deepens the understanding of core concepts but also raises the academic requirements of students as learners. At Vyners we study the AQA A-Level. Our component option goes far beyond the 200 year requirement in order to unlock the potential of the NEA. Our British Study is the Tudors. Students develop analytical essay writing techniques and the ability to evaluate the views of historians. Our wider world study is The American Dream: 1945-80. Students develop analytical essay writing techniques and the ability to critically analyse sources in terms of their message and provenance. Students have free choice of their NEA which gives them an opportunity to take ownership of their learning and study a topic that particularly resonates with them.

History Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Local History What was it like to be in Year 7 60 years ago?</p> <p>Change & continuity</p> <p>Anglo Saxons & Vikings What do Artefacts tell us about Anglo Saxon England?</p>	<p>Norman England To what extent did the Norman Conquest change England?</p> <p>Change & Continuity</p> <p>Medieval Period How powerful were medieval monarchs?</p>	<p>Medieval Period What can portraits tell us about the changing roles of women, 1100-1600?</p> <p>Sources</p> <p>History of Trade Who can tell us most about the Silk Roads?</p>	<p>Early Modern Religion Why did the Reformation survive the 1500s?</p> <p>Causation</p> <p>South East Asian History</p>	<p>Early Modern England How did Miranda Kaufmann uncover the hidden lives of Black Tudors?</p> <p>Source</p>	<p>The English Civil War To what extent was the world turned upside down in the seventeenth century?</p> <p>Change & Continuity</p>

	Sources	Similarity & Difference	Significance	How should we remember the Mughals? Significance		
Year 8	<p>African History How has the story of the African Empires been told?</p> <p>Interpretations</p> <p>Material Culture</p> <p>Does a tea set explain the origins of Empire?</p> <p>Sources</p>	<p>Race How did ideas about race develop during colonial slavery?</p> <p>Change & continuity</p>	<p>Slavery Who was responsible for the abolition of the slave trade?</p> <p>Causation</p>	<p>WW1 How much did the British public know about the front?</p> <p>Sources</p> <p>WW2 How typical was the experience of Clifford Spencer?</p> <p>Similarity & Difference</p>	<p>Holocaust How has the Holocaust been remembered?</p> <p>Interpretation</p>	<p>China How much did Mao Zedong improve the lives of people in China?</p> <p>Significance</p>
Year 9	<p>Women's suffrage How did women protest for equality in the 20th Century?</p> <p>Change & Continuity</p> <p>British Empire</p> <p>Why were independence movements</p>	<p>British Empire How does Britain's imperial legacy affect us today?</p> <p>Interpretation</p> <p>Differences</p> <p>How was it hard to be different in the 20th Century</p>	<p>Natural Environment</p> <p>How far has the Natural Environment shaped human history?</p> <p>Change & continuity</p>	<p>Material Culture What stories does the British Museum tell?</p> <p>Sources</p>	<p>Understanding Democracy</p> <p>Why did Weimar Democracy Fail?</p> <p>Causation</p> <p>Understanding Democracy</p> <p>How far are the Nazis Responsible for their electoral success?</p> <p>Significance</p>	<p>Understanding Dictatorship</p> <p>Did the Nazis succeed in transforming Germany?</p> <p>Change & Continuity</p>

	successful in ending British rule causation					
Year 10	Conflict & Tension The treaty of Versailles Conflict & Tension The League of Nations	Conflict & tension Steps to War	Power & the People Magna Cart Simon De Montfort Power & the People Peasants Revolt Pilgrimage of Grace	Power & the People Dissolution of the Monasteries English Civil War	Power & the People American Revolution Great Reform Act Abolition of Slavery anti-Corn Law League	Power & the People Toldpuddle Martyrs MAtch Girls Strike Dockers Strike Suffrage Power & the People Migration post ww2 20th Century Trade Unions
Year 11	Restoration The Restoration of Charles II Restoration Parliament	Restoration Popish Plots Restoration culture Art Culture:Theater & Coffee Trade Exploration Anglo-Dutch war	Germany The Weimar republic Germany The Great Depression & the Rise of the Nazis	Germany The Nazis Dictatorship Revision Conflict & Tension Germany Power & the People	Revision The run in	N/A
Year 12	Henry VII Truman	Henry VII Truman/Eisenhower	Henry VIII Eisenhower/Kennedy	Henry VIII Kennedy	Henry VIII Johnson	Edward V Johnson
Year 13	Mary I Johnson/Nixon	Elizabeth I Nixon	Elizabeth I Nixon/Ford	Elizabeth I Carter	Revision	N/A

Subject History KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
		The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	This is about institutional accountability and comes after terminal exams.
TI ME SC AL E	Annually		<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week. Questions are set in the style of the GCSE. These cover all topics studied across the year as follows:</p> <p><u>Year 7:</u></p> <ul style="list-style-type: none"> • What was it like to be in Year 7 60 years ago? • What do Artefacts tell us about Anglo Saxon England? • To what extent did the Norman Conquest change England? • How powerful were mediaeval monarchs? • What can portraits tell us about the changing roles of women, 1100-1600? • Why do the Silk Roads matter? • Why did the Reformation survive the 1500s? • How did Miranda Kaufmann uncover the hidden lives of Black Tudors? • To what extent was the world turned upside down in the seventeenth century? • Should England have Industrialised? • Does a cup of tea explain the origins of Empire? <p><u>Year 8:</u></p>	<p>Throughout KS3, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>The History tracker tracks and evaluates summative assessment performance across all of Key Stage 3 to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p>

			<ol style="list-style-type: none"> 1. Who was responsible for the abolition of the slave trade? 2. How has the story of the African Empires been told? 3. How much did the British public know about the front? 4. How did women protest for equality in the 20th Century? 5. How typical was the experience of Clifford Spencer? (WW2) 6. How does Britain's imperial legacy affect us today? 7. How has the Holocaust been remembered? 8. How much did Mao Zedong improve the lives of people in China? 9. What kind of factors led to conflict? 			
	<p>Interim</p> <p>Could be termly or half termly</p>	<p>End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades.</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance</p>	<p>Health checks are used to gauge knowledge of content in every topic. End of topic assessments</p> <table border="1" data-bbox="1146 850 1742 1468"> <tr> <td data-bbox="1146 850 1447 1468"> <p><u>Year 7:</u></p> <ul style="list-style-type: none"> • What was it like to be in Year 7 60 years ago? • What do Artefacts tell us about Anglo Saxon England? • To what extent did the Norman Conquest change England? • How powerful were medieval monarchs? </td> <td data-bbox="1447 850 1742 1468"> <p><u>Year 8:</u></p> <ul style="list-style-type: none"> • Who was responsible for the abolition of the slave trade? • How has the story of the African Empires been told? • How much did the British public know about the front? • How did women protest </td> </tr> </table>	<p><u>Year 7:</u></p> <ul style="list-style-type: none"> • What was it like to be in Year 7 60 years ago? • What do Artefacts tell us about Anglo Saxon England? • To what extent did the Norman Conquest change England? • How powerful were medieval monarchs? 	<p><u>Year 8:</u></p> <ul style="list-style-type: none"> • Who was responsible for the abolition of the slave trade? • How has the story of the African Empires been told? • How much did the British public know about the front? • How did women protest 	
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	<p>Weekly</p>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Success criteria or student checklists • Model answers • Low stakes testing on key concepts, processes, locations and features. • Tiered outcome descriptors e.g. Gold/Silver/Bronze <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.</p>			

	Hourly	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> ● Focused questioning ● Tiered verbal questioning (Bloom's taxonomy) ● Mini test and plenaries. ● Use of keywords and learning word walls throughout lessons. ● Hinge point questions and self-reflection exercises. 	
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Subject		FUNCTIONS OF ASSESSMENT		
History KS4		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
		The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	This is about institutional accountability and comes after terminal exams.
TI ME SC AL E	Annually	At Key Stage 4 (KS4) the use of previous KS3 data and FFT data can be used by staff in order to make formative judgements of students' performance and understanding against.	<p>Years 9 and 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points 10 around Easter and Yr 9 in the summer.</p> <p>Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August.</p> <p>Year 9: Conflict and tension, Germany Democracy and Dictatorship</p> <p>Year 10: Power and the People, The restoration</p>	<p>Throughout KS4, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>The History tracker, tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform</p>

				teaching, feedback, targets and intervention strategies.								
	<p>Interim</p> <p>Could be termly or half termly</p>	<p>End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades.</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance</p> <p>Half term units of topic/style/issue based work are completed. Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the start of each topic. These illustrate the various topics and tasks which students will cover and if/how they shall be assessed.</p>	<p>End of topic tests for each topic in each unit. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.</p> <table border="1"> <tr> <td>Conflict and Tension</td> <td> <ol style="list-style-type: none"> 1. Treaty of Versailles 2. League of Nations 3. Steps to War </td> </tr> <tr> <td>Germany</td> <td> <ol style="list-style-type: none"> 1. Weimar Republic 2. Rise of the Nazis 3. Consolidation of Power 4. Life in Nazi Germany </td> </tr> <tr> <td>Power and the People</td> <td> <ol style="list-style-type: none"> 1. Challenging the king 2. Threats to Royal Authority 3. Protest and Reform 4. The Twentieth Century </td> </tr> <tr> <td>The Restoration</td> <td> <ol style="list-style-type: none"> 1. The King 2. Cultural change 3. Economic and Technological change </td> </tr> </table>	Conflict and Tension	<ol style="list-style-type: none"> 1. Treaty of Versailles 2. League of Nations 3. Steps to War 	Germany	<ol style="list-style-type: none"> 1. Weimar Republic 2. Rise of the Nazis 3. Consolidation of Power 4. Life in Nazi Germany 	Power and the People	<ol style="list-style-type: none"> 1. Challenging the king 2. Threats to Royal Authority 3. Protest and Reform 4. The Twentieth Century 	The Restoration	<ol style="list-style-type: none"> 1. The King 2. Cultural change 3. Economic and Technological change 	
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	<p>Weekly</p>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> ● Success criteria or student checklists ● Single GCSE questions ● Model answers ● Low stakes testing on key concepts, processes, locations and features. ● Tiered outcome descriptors e.g. Gold/Silver/Bronze 										

		Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.	
	Hourly	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> ● Focused questioning ● Tiered verbal questioning (Bloom's taxonomy) ● Mini test and plenaries. ● Use of keywords and learning word walls throughout lessons. ● Hinge point questions and self-reflection exercises. 	

Subject		FUNCTIONS OF ASSESSMENT		
History KS5				
		<p>FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p>EVALUATIVE; This is about institutional accountability and comes after terminal exams.</p>
TI ME SC AL E	Annually	<p>Year 12:</p> <ul style="list-style-type: none"> ● GCSE History data used to make formative judgment of students. ● Reflection on ALPS target grades <p>Year 13:</p> <ul style="list-style-type: none"> ● UCAS exam data and ALPS target grades from the previous year used in order to make formative judgements of 	<p>Year 12 - UCAS exam – A level paper 1 & 2 Tudors Henry VII, 1485–1509 Henry VIII, 1509–1547 USA Truman Eisenhower Kennedy</p> <p>Year 13 - A level mock examinations</p> <ul style="list-style-type: none"> ● Paper 1: The Tudors 	<p>Throughout KS5, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p>

		<p>students' performance and understanding. This will shape future formative assessment i.e. questioning.</p>	<ul style="list-style-type: none"> • Paper 2: USA: American Dream <p>Year 13 - A level external examinations</p> <ul style="list-style-type: none"> • Paper 1: The Tudors • Paper 2: USA: American Dream • None Examined Assessment 	<p>Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies.</p> <p>Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.</p> <p>External A level exams for year 13 will form the basis for departmental evaluation.</p>
	<p>Interim</p> <p>Could be termly or half termly</p>	<p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of topic based work are completed and assessed.</p> <p>Following topical assessment:</p> <ul style="list-style-type: none"> • Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set. <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall</p>	<p>End of topic tests for each topic in each History. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.</p> <p>Year 12 Tudors Henry VII, 1485–1509 Henry VIII, 1509–1547</p> <p>USA Truman, Eisenhower, Kennedy</p> <p>Year 13 Tudor Mid Tudor Crisis Elizabeth</p> <p>USA Johnson, Nixon, Ford & Carter</p>	

		progress – this is designed to complement topical PLC's		
	Weekly	<p>Sub-topical exam style questions:</p> <ul style="list-style-type: none"> ● Throughout the weeks past paper questions are embedded into each topic ● Having completed tasks, students immediately self or peer assess and reflect on their learning, making next step comments/action plans for improvement. This is then also completed in the assessment trackers. ● Source analysis reflections embedded into every lesson. <p>Understanding exam requirements:</p> <ul style="list-style-type: none"> ● Students will view mark schemes weekly. ● Model answers will be used to support learning. 		
	Hourly	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> ● Recap Quizzes ● Use of mini-whiteboards ● Focused questioning ● Tiered verbal questioning (Bloom's taxonomy) ● Mini test and plenaries. ● Hinge point questions and self-reflection exercises. 		

Politics Curriculum Intent

The Government & Politics Curriculum is built on the vision, values and principles of the History curriculum at Key Stage 3 and 4. Though as we will accept any student it is not designed to be exclusive. Government & Politics students should develop a clear understanding of the framework, function and workings of liberal democracy. It should give them an understanding of a plurality of views and allow them to develop a nuanced understanding of political idea. The study of multiple democracies reveals the change & continuity present within the UK and the USA. We want students to understand the power of politics to influence the world and leave with a desire to involve themselves in the process.

KS5	A-level deepens the understanding of core concepts but also raises the academic requirements of students as learners. At Vyners we study the AQA A-Level. Students start by studying the Government & Politics of the UK. The course is split between teachers into the study of Government by one teacher and politics by another. Students develop a knowledge of key subject terminology with specific foci for each unit and the ability to analyse and evaluate the main debates that are presented. This is continued in the study of the Government & politics of the USA. Students study the same themes as UK politics with the added component of learning how to compare the two democracies. Lastly, students study Political Ideas. They cover Conservatism, Socialism, Liberalism & Feminism with a focus on key thinkers views on Human Nature, Society, the State and the Economy.
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History Curriculum Implementation

	Autumn Teacher 1	Autumn Teacher 2	Spring Teacher 1	Spring Teacher 2	Summer Teacher 1	Summer Teacher 2
Year 12	1. Democracy and participation (12 lessons). 2. Elections and referenda (12 lessons) 3. Constitution (6 lessons)	1. Political Parties (12 lessons) 2. Pressure groups (10 lessons) 3. EU (6 lessons)	1. Constitution (6 lessons) 2. Judiciary (12 lessons) 3. Devolution (7 lessons)	1. Parliament (12 lessons) 2. Prime Minister and cabinet (10 lessons)	1. US Constitution (13 lessons) 2. Electoral process (13 lessons)	1. Political parties (13 lessons) 2. Pressure groups (13 lessons)
Year 13	1. US Congress (15 lessons) 2. Civil Rights (15 lessons)	1. Executive (15 lessons) 2. Judiciary (15 lessons)	1. Socialism (13 lessons) 2. Conservatism (13 lessons)	1. Liberalism (13 lessons) 2. Feminism (13 lessons)	Revision	NA

Subject Politics KS5		FUNCTIONS OF ASSESSMENT		
		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TIME SC AL E	Annually	<p>Year 12:</p> <ul style="list-style-type: none"> GCSE data used to make formative judgment of students. Reflection on ALPS target grades <p>Year 13:</p> <ul style="list-style-type: none"> UCAS exam data and ALPS target grades from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. 	<p>Year 12 - UCAS exam – A level paper 1</p> <ul style="list-style-type: none"> Government & Politics of the UK <p>Year 13 - A level mock examinations</p> <ul style="list-style-type: none"> Paper 1: Government & Politics of the UK Paper 2: Government & Politics of the USA and Comparative politics <p>Year 13 - A level external examinations</p> <ul style="list-style-type: none"> Paper 1: Government & Politics of the UK Paper 2: Government & Politics of the USA and Comparative politic Paper 3: Political Ideas 	<p>Throughout KS5, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress.</p> <p>The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies.</p> <p>Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.</p> <p>External A level exams for year 13 will form the basis for departmental evaluation.</p>

	<p>Interim</p> <p>Could be termly or half termly</p>	<p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of topic based work are completed and assessed.</p> <p>Following topical assessment:</p> <ul style="list-style-type: none"> • Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set. <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p>	<p>End of topic tests for each topic in the Politics specification</p> <p>Marks and mark schemes shared with pupils.</p> <p>Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.</p>	
	<p>Weekly</p>	<p>Sub-topical exam style questions:</p> <ul style="list-style-type: none"> • Throughout the weeks past paper questions are embedded into each topic • Having completed tasks, students immediately self or peer assess and reflect on their learning, making next step comments/action plans for improvement. This is then also completed in the assessment trackers. • Source analysis reflections embedded into every lesson. <p>Understanding exam requirements:</p> <ul style="list-style-type: none"> • Students will view mark schemes weekly. 		

		<ul style="list-style-type: none">• Model answers will be used to support learning.	
	Hourly	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none">• Recap Quizzes• Use of mini-whiteboards• Focused questioning• Tiered verbal questioning (Bloom's taxonomy)• Mini test and plenaries.• Hinge point questions and self-reflection exercises.	